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ABSTRACT

Following an organizational outline of specific language skills associated with expository writing (but applicable to creative writing as well), this booklet charts the introductory, teaching/refinement, and mastery levels from kindergarten through grade 12 for writing skills in the categories of sentence structure, paragraph structure, composition, research paper skills, and proofreading/revision skills. The booklet includes a glossary of terms and answers to commonly asked questions about the scope and sequence of the writing skills. (RL)

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LANGUAGE ARTS TASK FORCE
SCOPE AND SEQUENCE FOR
WRITING SKILLS - K - 12

* REVISED EDITION - 1977

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Mounds View Schools, District No. 621, St. Paul, Minnesota

- * The Scope and Sequence in Writing, K-12 was revised and updated by a sub-committee of the district language arts committee during the 1976-77 school year for use beginning in the fall of 1977. The original Scope and Sequence was completed in the spring of 1975. A list of the revisions has been included as an insert.

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LANGUAGE ARTS TASK FORCE
SCOPE AND SEQUENCE FOR WRITING SKILLS, K - 12

The following scope and sequence contains skills developed by the K-12 writing task force. The four skill areas described are a) sentence, b) paragraph, c) composition, d) research paper skills, e) proof-reading and revision skills. The skills are sequenced and assigned to grade levels. Normally, exposure to each skill begins where the I (introduction) appears but concepts may be introduced sooner if appropriate. The following X's show concentration and development of the skill. The M for each skill indicates the grade level where final emphasis of the skill has occurred and more sophisticated development can follow.

The skill chart should be interpreted to mean that the student can recognize and actually write a model utilizing these skills, unless specifically stated as a recognition skill only. The Clarification of Writing Skills Outline should be used in close conjunction with the scope and sequence chart in order to explain these concepts more completely.

NOTE: In addition, teachers will find it necessary to collect and use appropriate materials to emphasize these skills. During the 1976-77 school year a guide was prepared for each elementary teacher which lists materials currently available in each building. During the 1977-78 school year, additional materials for elementary and secondary will be identified and purchased through Title IV B funding. These materials will be available for the 1978-79 school year.

Questions and Answers About the K-12 Scope and Sequence (Spring, 1975)

During visits to schools throughout the district, some questions have been raised regarding the K-12 Scope and Sequence writing curriculum. Below are some of the more commonly asked questions, along with answers, the committee feels should be helpful to teachers involved in use of the curriculum.

What is the Scope and Sequence? It is an outline of skills which students need to possess in order to be able to express their ideas in writing.

Whose idea was this? Is this part of a big plan by the DSC? The idea came from concerned parents, teachers, and counselors. Funding has been through the DSC and district department chairpersons' budgets. DSC personnel are used only as resource persons when called upon.

Who wrote it? A volunteer group who responded to an invitation by district chairpersons Burt Katz and Bob Knudson to participate. They are: Pat Norusus - Chippewa; Dee Ames - Chippewa; Bernie Troje - Mounds View; Betty Huff - Mounds

View; Greg Jacobson - Mounds View; Rich Janezich - Johanna; Sue Farstrup - Johanna; Judy Paetznick - Pike Lake; Ray Lucas - Island Lake; George Locker - Pike Lake and Mary Shearon - Bel Air.

Why was it written? To provide an organized sequential guide for composition instruction K-12 and to "divide the labor" so no one teacher is expected to teach all writing skills while someone else teaches no writing skills. The impetus for the project came mainly from parents and teachers who felt we could be doing a better job in composition instruction. Standardized test data from graduating seniors has shown that graduates do better in the area of science and math than they do in language arts skills. Also, many students have come back from college and indicated they were weak in composition skills.

Do we have to use this curriculum? If composition instruction is going to be organized it is expected that the outlined skills will be taught. How you teach them is up to you. But every student deserves to be taught how to write as well as his ability will allow him.

How is this curriculum different from others that have been composed for use in this district? This curriculum was written at the request of parents, teachers, and students and it will have ongoing input from these groups. Implementation of the curriculum is more carefully planned and will cover a longer period of time. Also, this is the first real attempt at a consistent K-12 instruction guide.

Will I get a chance to suggest revisions in this curriculum? Yes. We have already requested input from every teacher on two separate occasions and will be doing so again this year.

Our school's program is different. Are we expected to use this curriculum? Every school program is different. The curriculum is designed so that we can have some idea of what skills are being taught and when. There may be key levels such as 3rd, 6th, and 9th grade where special attention should be paid to what skills students possess or have been taught. Your school may wish to use the curriculum guide in this way.

I am worried about accountability. How can I be sure that all my students will know all these skills? Our main purpose is to see that the outlined skills are being taught. No program is set up to insure that every student will master every skill. Some type of mastery expectations might be set up by teachers to determine realistically what percentage of students should be expected to master

a certain skill. This will be up to the teachers and the task force. It may be better to choose what we have to be accountable for than have it forced upon us. It is also probably better to be accountable for teaching part of the skills than all of them. The committee interprets the term "accountability" to mean teacher accountability to one another and to #621 students.

NOTE: This scope and sequence is written to deal primarily with expository writing. However, many of the concepts included apply in equal measure to creative writing (e.g., short stories, poetry, etc.). Students need extensive practice in both types of writing, and it is hoped that teachers will strike an even balance between the two.

CLARIFICATION OF WRITING SKILLS

K-12

I. Sentence Structure

A. Writing readiness:

1. Oral sentence development
 - a. Show and tell
2. Storytime
 - a. Listen attentively
 - b. Do an experience chart (draw a picture of one event from the story and interpret it)
 - c. Place up to 8 events in proper sequence

B. Understanding the idea of a sentence (visual recognition)

1. Group of words
2. Subject-verb
3. Capital letter
4. Proper end punctuation:
(External and internal punctuation would be taught simultaneously with the types and purposes of sentences.)
5. One complete thought

C. Purposes of sentences

1. Declarative
2. Interrogative
3. Imperative
4. Exclamatory

D. Function of words in a sentence (word classes, parts of speech)

1. Noun
2. Verb
3. Adjective
4. Adverb
5. Pronoun
6. Preposition
7. Interjection (a word that expresses emotion and has grammatical relation to other words in the sentence)
8. Conjunction

This emphasis on grammar is suggested to promote an understanding of the sentence not to be taught as a separate entity.

E. The five basic sentence patterns

1. S-V (subject-verb)

Ex: The children played. The students are here.

2. S-V-DO (subject-verb-direct object)
Ex: John ate the apple. The boy hit him.
3. S-V-IO-DO (subject-verb-indirect object-direct object)
Ex: The girl gave her mother a present.
4. S-LV-C (subject-linking verb-complement)
Ex: Matt is president. She is beautiful.
5. S-V-O-C (subject-verb-object-complement)
Ex: The members elected him president.

NOTE: Student should be made aware that all sentences should not start with the subject. Sentences might begin with a prepositional phrase, participial phrase, adverb, etc.

F. Punctuation

1. Period
2. Exclamation Point
3. Question Mark
4. Comma
5. Colon
6. Semicolon
7. Quotation Marks
8. Hyphen
9. Possessive
10. Parenthesis
11. Underlining
12. Ellipsis
13. Brackets
14. Dash

G. Types of sentences

1. Simple sentence
 - a. A sentence which contains one independent clause.
 - b. Avoid fragments or groups of words that do not express a complete thought.
2. Compound or a sentence which contains two or more independent clauses.
 - a. Divided by a conjunction, comma and semicolon
 - b. Avoid run-on sentences.
(When a comma is used between two complete sentences it is referred to as a "run-on sentence.")

3. Complex

A sentence which contains one independent clause and one or more dependent clauses.

4. Compound-Complex

A sentence which contains two or more independent clauses and one or more dependent clauses.

H. Phrases

1. Noun

Noun and modifiers

2. Verb

Main verb and one or more helping verbs

3. Prepositional

A group of words beginning with a preposition and usually ending with a noun or pronoun.

a. Adjective

A prepositional phrase which modifies a noun or pronoun.

Ex: The girl with the red hat sat in the first row.

b. Adverb

A prepositional phrase which modifies a verb, an adjective or or another adverb.

Ex: He goes to school early.

4. Verbals - verb forms used as other parts of speech (used alone or as a phrase)

a. Participle: used as an adjective

Ex: The boy running down the street is lost.

b. Gerund: used as a noun

Ex: Skiing for pleasure is fun. Skiing is fun.

c. Infinitive: usually preceded by "to" and is used as a noun or modifier.

Ex: Everyone wanted to go.

5. Appositive

A group of words set beside another noun or pronoun to explain the noun or pronoun.

Ex: Your friend, Bill, is in trouble.

I. Clauses

1. Independent

2. Dependent

a. Adjective

b. Adverb

c. Noun

REVISIONS IN THE
SCOPE AND SEQUENCE FOR WRITING SKILLS, K-12
(EFFECTIVE FALL, 1977)

I. ADDITIONAL SKILLS NEEDED

A. Sentence Structure

1. Under Writing Readiness (P.10) add Storytime, which includes:
 - a. Listen attentively - master at K
 - b. Do an experience chart (draw a picture of one event from the story and interpret it) - master at K
 - c. Place up to four events in proper sequence - introduce at K and master at 2nd
 - d. Place up to 8 events in proper sequence - introduce at 1st and master at 3rd
 - e. Also add Verbal Experience which includes:
 - (1) Show and tell - master at K
2. Under Sentence Patterns (Section E - P.11) insert a note indicating that students should be made aware that all sentences need not start with the subject (e.g. indicate that sentences might begin with a prepositional phrase, participial phrase, adverb etc.). Cross reference with P.15 - Section G.

B. Paragraphs

1. Under Section G, P.15 - Sentence Variety add a 4th point: Vary Sentence Beginnings, introduced at the 4th grade, mastered at the 12th grade.
2. After Section I (P.15), add "Correct use of active and passive voice" - introduce at 7th grade, mastery at 12th grade.

C. Composition

1. Under Idea of a Composition, P.16, add write a rough draft and final copy as point J under Plan of Organization (introduce at 4th grade).
2. Include parenthetically after "Plan of Organization": Discussion (pre-writing) should precede actual writing.
3. As a separate section add: Research Paper Skills, including:
 - a. Compiling notecards (introduce at grade 9, no mastery)
 - b. Paraphrasing (introduce at grade 5, no mastery)
 - c. Footnoting (introduce at grade 9, no mastery)
 - d. Compiling bibliography (introduce at grade 5, master grade 12)
 - e. Using primary-secondary sources (introduce at grade 5 - master at grade 12)

Footnote added: These skills should be taught by language arts teachers unless, within a building, there is a written understanding that another department (e.g. Social Studies) will assume responsibility. The actual writing of the research paper is not included here, but it is strongly recommended that all prospective college bound students be required to write a research paper in the senior high prior to graduation.

4. Add before titles: "Writing for a specific audience (altering style and tone accordingly)"

D. Revision Skills

1. Use of correct margins (K →)
2. Avoiding trivial errors (e.g. word omissions) (1 →)
3. Avoiding run-ons (1 →)
4. Avoiding fragments (1 →)
5. Avoid shifting point of view (1st person-3rd person) (2 →)
6. Avoid misplaced modifiers (2 →)
e.g. - wrong: We saw a man on a horse with a wooden leg.
right: We saw a man with a wooden leg on a horse.
7. Oral Proofreading (being able to identify good sound patterns) (K →)

II. GRADE LEVEL IS INCORRECT

A. Sentence Structure

1. Move mastery of subject - verb to 8th grade (as well as noun - verb - Part D - P.10).
2. Move mastery of complete thought to 8th grade.
3. Move mastery of adjective, adverb, pronoun, preposition, interjection, and conjunction to 9th grade.
4. Move comma mastery from 5th grade to 8th grade.
5. Move introduction of parenthesis from 8th grade to 4th grade.
6. Move introduction of ellipsis from 8th grade to 9th grade and carry teaching and refinement through 12th grade.
7. Move noun and verb phrase mastery to 8th grade.
8. Move mastery of prepositional phrase from 8th grade to 9th grade.
9. Move mastery of appositives from 9th grade to 11th grade.
10. Move introduction of independent clause from 1st grade to 7th grade.
11. Move mastery of adverb and adjective clause from 10th grade to 12th grade.

(OVER)

B. Paragraphs

1. Mastery of the components of the paragraph (topic sentence, supporting detail, concluding sentence) moved from 6th grade to 9th grade.
2. Move mastery of "chronological order" from 8th grade to 9th grade.
3. Under "ordering ideas" move "spacial" introduction from 10th grade to 4th grade. Indicate mastery at 9th grade.
4. Under "techniques," move "statistics" mastery from 9th grade to 10th grade.
5. Under "techniques," carry teaching and refinement of "inductive" through the 12th grade.
6. Under "techniques," carry teaching and refinement of "deductive" through the 12th grade.
7. Under "techniques," carry teaching and refinement of "cause and effect" through the 12th grade.
8. Under "techniques," carry teaching and refinement of "analogy" through the 12th grade.
9. Move the three items under "sentence variety" from 8th grade to 7th grade.

C. Composition

1. Move introduction of "more than one paragraph" from 4th grade to 3rd grade.
2. Move introduction of "develop several aspects of theme" from 5th grade to 4th grade.
3. Move introduction of "plan of organization" (all parts) from 5th grade to 4th grade.
4. Move introduction of "outlining" from 7th grade to 4th grade.
5. Move introduction of "titles" from 10th grade to 1st grade.
6. Under "techniques," carry teaching and refinement of "inductive," "deductive," "cause and effect," and "analogy" through the 12th grade.

III. OTHER

- A. Introduction to Scope and Sequence - indicate that Scope and Sequence is designed primarily for expository writing.
- B. Include a glossary for certain terms.

J. Sentence style

1. Parallel structure
2. Periodic sentence
3. Expanded sentence

II. Paragraphs

A. Structural forms of a paragraph (visual recognition only)

1. Indentation, uniform margins
2. Configurations or size, shape, location of paragraph on a page

B. Structural form of a paragraph

Students actually write a paragraph with indentation, sequential sentences, margins, appropriate length.

C. Components of a paragraph which includes a group of unified sentences which develops a central idea .. Must contain:

1. Topic sentence
2. Supportive details (visual recognition only)
3. Concluding sentence

D. Planning and writing of a paragraph

1. Topic sentence
2. Supportive detail
3. Concluding sentence

E. Methods of effective ordering of ideas for emphasis

1. Chronological
2. Cause and effect
3. Spatial
Distance, shape, size, perspective
4. Transitions within a paragraph

F. Techniques of developing ideas in a paragraph

1. Examples
2. Comparison, contrast
3. Statistics
4. Categorize
5. Inductive
6. Deductive
7. Cause and effect
8. Analogy

- G. Sentence variety within a paragraph
 - 1. Word order
 - a. Placement of modifiers, words, phrases and clauses, at the beginning of sentences
 - b. Limit use of "there", "then", "well", "because", and "so" in a paragraph
 - 2. Varying the lengths of sentences
 - 3. Variety of sentence patterns
 - 4. Vary sentence beginnings
- H. Point of view in a paragraph
(Ability to write from both the objective and subjective point of view and be consistent in that point of view)
- I. Correct use of verb tense
 - 1. Simple tenses
 - 2. Perfect tenses
- J. Appropriate use of active and passive voice
- K. Use of pronouns and their antecedents in context of the paragraph
- L. Titles
 - 1. Selecting the best title for the paragraph
 - 2. How to decide upon a title

III. Composition

- A. Understanding the idea of a composition which includes the following concepts:
 - 1. More than one paragraph
 - 2. Develops several aspects of a central theme
 - 3. Contains a plan of organization
 - a. Introductory
 - b. Body - supporting paragraphs
 - c. Concluding paragraph
 - 4. Student writes a rough draft and final copy

NOTE: Discussion (pre-writing) should precede actual writing.
- B. Limiting the topic
(Focusing on one area of a general topic and developing it in detail)
- C. Types of transitions between paragraphs
 - 1. Addition
 - 2. Contradiction
 - 3. Emphasis

D. Formal outline

(A method of planning a composition and used where appropriate)

E. Techniques of paragraph development with a composition

The following methods may be used either singularly or in combination to develop an entire composition

1. Example
2. Comparison, contrast
3. Statistics
4. Categorize
5. Inductive
6. Deductive
7. Cause and effect
8. Analogy

F. Writing for a specific audience (altering style and tone accordingly)

G. Titles

Creating the best title for a composition

*IV. Research Paper Skills

- A. Compiling notecards
- B. Paraphrasing
- C. Footnoting
- D. Compiling bibliography
- E. Using primary - secondary sources

V. Revision Skills

- A. Punctuation
- B. Spelling
- C. Capitalization
- D. Handwriting
- E. Usage - 1) Standard; 2) Formal; 3) Colloquial
- F. Avoiding cliches, overused expressions

* These skills should be taught by language arts teachers unless, within a building, there is a written understanding that another department (e.g. Social Studies) will assume responsibility. The actual writing of the research paper is not included here, but it is strongly recommended that all prospective college bound students be required to write a research paper in the senior high prior to graduation. Students preparing for advanced vocational training should receive experience in the preparation of technical reports.

- G. Use of correct margins
- H. Avoiding trivial errors (e.g., word cmissions)
- I. Avoiding run-ons
- J. Avoiding fragments
- K. Avoiding shifting point of view (1st person - 3rd person)
- L. Avoiding misplaced modifiers (e.g., wrong: We saw a man on a horse with
a wooden leg
right: We saw a man with a wooden leg
on a horse)
- M. Oral proofreading (being able to identify effective sound patterns)

CATEGORIES		SKILLS		GRADES											
I. SENTENCE STRUCTURE			K	1	2	3	4	5	6	7	8	9	10	11	12
A. Writing readiness	1. "Oral" sentence development	I	X	M											→
	a. Show and tell	M													→
	2. Storytime														
	a. Listen attentively	M													→
	b. Do experience chart (draw picture of one event from story and interpret)	M													→
	c. Place up to 4 events in proper sequence	I	X	M											→
	d. Place up to 8 events in proper sequence		I	X	M										→
B. Understanding the idea of a simple sentence	1. Group of words	I	X	X	M										→
	2. Subject-verb		I	X	X	X	X	X	X	X	M				→
	3. Capital letter	I	X	X	X	X	M								→
	4. End punctuation		I	X	X	X	X	M							→
	5. One complete thought		I	X	X	X	X	X	X	X	M				→
C. Purposes of sentences	1. Declarative		I	X	X	M									→
	2. Interrogative		I	X	X	M									→
	3. Imperative				I	X	X	M							→
	4. Exclamatory				I	X	X	M							→
D. Function of words in a sentence (word classes)	1. Noun			I	X	X	X	M							→
	2. Verb			I	X	X	X	M							→
	3. Adjective			I	X	X	X	X	X	X	M				→
	4. Adverb				I	X	X	X	X	X	M				→

KEY: I = Introduction to Skill
X = Teaching and Refinement of Skills
M = Mastery of Skill

CATEGORIES	SKILLS	GRADES												-12-
		K	1	2	3	4	5	6	7	8	9	10	11	12
	5. Pronoun				I	X	X	X	X	X	M			→
	6. Preposition					I	X	X	X	X	M			→
	7. Interjection					I	X	X	X	X	M			→
	8. Conjunction					I	X	X	X	X	M			→
E. Sentence patterns	1. S-V		I	X	X	X	M							→
	2. S-V-DO								I	X	M			→
	3. S-V-IO-DO								I	X	M			→
	4. S-LV-C								I	X	M			→
	5. S-V-O-C								I	X	M			→
F. Punctuation	1. Period		I	X	X	M								>
	2. Exclamation point			I	X	X	X	X	M					>
	3. Question Mark		I	X	X	M								>
	4. Comma			I	X	X	X	X	X	M				>
	5. Colon					I	X	X	X	X	X	M		>
	6. Semicolon						I	X	X	X	X	M		>
	7. Quotation marks					I	X	X	X	X	X	M		→
	8. Hyphens			I	X	X	X	M						→
	9. Possessive			I	X	X	X	X	X	M				→
	10. Parenthesis					I	X	X	X	X	M			→
	11. Underlining						I	X	X	M				→

KEY: I = Introduction to Skill
 X = Teaching and Refinement of Skills
 M = Mastery of Skill

CATEGORIES	SKILLS	GRADES														
		K	1	2	3	4	5	6	7	8	9	10	11	12	.	
	12. Ellipsis										I	X	X	X		
	13. Brackets											I	→			
	14. Dash											I	→			
G. Types of sentences	1. Simple sentences		I	X	X	X	M	→						→		
	2. Compound sentences					I	X	X	X	X	M	→				
	3. Complex sentences								I	X	X	X	X	M		
	4. Compound-complex sentences										I	X	X	X		
H. Phrases	1. Noun phrase		I	X	X	X	X	X	X	M	→					
	2. Verb phrase		I	X	X	X	X	X	X	M	→					
	3. Prepositional						I	X	X	X	M	→				
	4. Verbals											I	X	M		
	5. Appositives								I	X	X	X	M	→		
I. Clauses	1. Independent								I	X	X	M	→			
	2. Dependent								I	X	X	X	X	M		
	a. Adjective										I	X	X	M		
	b. Adverb										I	X	X	M		
	c. Noun										I	M	→			
J. Sentence style	1. Parallel structure										I	X	X	M		
	2. Periodic sentence												I	M		
	3. Expanded sentence												I	M		

KEY: I = Introduction to Skill
X = Teaching and Refinement of Skills
M = Mastery of Skill

CATEGORIES		SKILLS					GRADES											
II. PARAGRAPH STRUCTURE		K	1	2	3	4	5	6	7	8	9	10	11	12				
A. Visual recognition			I	X	X	M												
B. Structural form					I	M												
C. Components of a paragraph	1. Topic sentence					I	X	X	X	X	M							
	2. Supportive details					I	X	X	X	X	M							
	3. Concluding sentence					I	X	X	X	X	M							
D. Planning and writing a paragraph	1. Topic sentence					I	X	X	X	X	X	M						
	2. Supportive details					I	X	X	X	X	X	M						
	3. Concluding sentence					I	X	X	X	X	X	M						
E. Ordering of ideas	1. Chronological order			I	X	X	X	X	X	X	M							
	2. Cause and effect								I	X	X	X	X	M				
	3. Spatial					I	X	X	X	X	M							
F. Techniques of developing ideas in a paragraph	1. Examples						I	X	X	X	M							
	2. Comparison, contrast						I	X	X	X	M							
	3. Statistics								I	X	X	M						
	4. Categorizing										I	M						
	5. Inductive										I	X	X	X				
	6. Deductive										I	X	X	X				
	7. Cause and effect										I	X	X	X				
	8. Analogy											I	X	X				
G. Sentence variety within a paragraph	1. Word order								I	X	X	X	X	M				

KEY: I = Introduction to Skill
 X = Teaching and Refinement of Skills
 M = Mastery of Skill

KEY: I = Introduction to Skill
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CATEGORIES	SKILLS	GRADES												
		K	1	2	3	4	5	6	7	8	9	10	11	12
III. COMPOSITION														
A. Understanding the idea of a composition (Visual recognition and actual writing of composition)	1. More than one paragraph				I	X	X	X	X	X	M			→
	2. Develops several aspects of theme					I	X	X	X	X	M			→
	3. Plan of organization					I	X	X	X	X	M			→
	a. Introductory paragraph					I	X	X	X	X	M			→
	b. Body supporting paragraphs					I	X	X	X	X	M			→
	c. Concluding paragraph					I	X	X	X	X	M			→
	4. Student writes a rough draft and final copy					I	X	X	X	X	M			→
	NOTE: Discussion (pre-writing) should precede actual writing													
	B. Limiting the topic					I	X	X	X	X	M			→
	C. Transitions between paragraphs										I	X	X	M
	1. Addition										I	X	X	M
	2. Contradiction										I	X	X	M
	3. Emphasis										I	X	X	M
D. Formal outline	Used where appropriate					I	X	X	X	X	M			→
E. Techniques of paragraph development w/in composition	Following methods used:													
	1. Example										I	X	X	M
	2. Comparison, contrast										I	X	X	M
	3. Statistics										I	X	X	M
	4. Categorize										I	X	X	M
	5. Inductive										I	X	X	
	6. Deductive										I	X	X	

CATEGORIES	SKILLS	GRADES												
V. REVISION SKILLS		K	1	2	3	4	5	6	7	8	9	10	11	12
	1. Punctuation		I	X	X	X	X	X	X	X	X	X	X	M
	2. Spelling		I	X	X	X	X	X	X	X	X	X	X	M
	3. Capitalization	I	X	X	X	X	X	X	X	X	X	X	X	M
	4. Handwriting				I	X	X	X	X	X	X	X	X	M
	5. Usage		I	X	X	X	X	X	X	X	X	X	X	M
	a. Standard		I	X	X	X	X	X	X	X	X	X	X	M
	b. Formal		I	X	X	X	X	X	X	X	X	X	X	M
	c. Colloquial		I	X	X	X	X	X	X	X	X	X	X	M
	6. Avoiding cliches, overused expressions		I	X	X	X	X	X	X	X	X	X	X	M
	7. Use of correct margins	I	X	X	X	X	X	X	X	X	X	X	X	X
	8. Avoiding trivial errors (e.g., word omissions)		I	X	X	X	X	X	X	X	X	X	X	X
	9. Avoiding run-ons		I	X	X	X	X	X	X	X	X	X	X	X
	10. Avoiding fragments		I	X	X	X	X	X	X	X	X	X	X	X
	11. Avoiding shifting point of view (1st person to 3rd person)			I	X	X	X	X	X	X	X	X	X	X
	12. Avoiding misplaced modifiers			I	X	X	X	X	X	X	X	X	X	X
	13. Oral proofreading (able to identify effective sound patterns)	I	X	X	X	X	X	X	X	X	X	X	X	X

KEY: I = Introduction to Skill
 X = Teaching and Refinement of Skills
 M = Mastery of Skill

*GLOSSARY OF TERMS USED IN THE K-12 SCOPE AND SEQUENCE IN WRITING

ACTIVE VOICE: The voice of a verb indicates whether the subject of the verb acts or is acted upon. Active voice denotes that the subject of the verb is the actor:

The man called the dog. (See Passive Voice)

ADJECTIVE: An adjective is used to modify a noun or a pronoun. An adjective may be a single word, a phrase, or a clause:

We saw beautiful valleys and rugged mountains. (single words)

The rug on the floor is blue. (adjective phrase)

The man who spoke is a teacher. (adjective clause)

ADVERB: An adverb is used to modify a verb, an adjective, or another adverb. It may be a single word, a phrase, or a clause:

She sang beautifully. (single word)

The stranger came into the room. (adverbial phrase)

Robert left when I came. (adverbial clause)

In some cases adverbs may modify other parts of speech.

ANALOGY: Explaining something by comparing it point by point with something similar.

ANTECEDENT: The antecedent of a pronoun is the word for which the pronoun stands:

Mary brought her book. (Mary is the antecedent of her.)

APPOSITIVE: An appositive is a word, a phrase, or a clause placed after a noun to explain it. Below, the word teacher explains who Miss Jones is. The appositive is nearly always in the same case as the word which it explains and it is usually set off by commas.

Miss Jones, my teacher, writes books. (appositive word)

BRACKETS: Brackets are used to enclose explanatory matter that one inserts in a quotation from another writer:

It was this poem ["The Raven"] that made Poe famous.

COMPLEMENT: A verb sometimes requires a noun or an adjective to complete its meaning. The noun or adjective added is called a complement. There are several classes of complements:

1. Direct object or object complement

Bob caught the ball. Many won the trophy.

2. Predicate nominative or subjective complement:

Poe was a great poet. The man became a leader.

3. Predicate adjective. The predicate adjective completes the predicate of the sentence and modifies, describes, or points out the subject of the sentence:

The roses are beautiful. (The predicate adjective beautiful completes the linking verb are and describes the subject roses.)

CONJUNCTION: A conjunction connects words or groups of words:

Bob and Nell are here. She came but she did not stay.

DECLARATIVE SENTENCE: A declarative sentence makes a statement or asserts a fact:

Our glee club sings well.

DEDUCTIVE: Reasoning from a known principle to an unknown, from the general to the specific.

DEPENDENT CLAUSE: A dependent (subordinate) clause is used as a part of speech in a sentence and usually does not make sense when standing alone:

Robert delivers papers before he comes to school. (The clause before he comes to school is incomplete in sense when standing alone; here it is used as an adverb and modifies the verb in the main clause.)

DIRECT OBJECT: The receiver of the action denoted by the simple predicate is the direct object (sometimes called the object complement):

The carpenter built a house. The girls gathered flowers.

ELLIPSIS: This is an omission of one or more words, obviously understood, but necessary to make the expression grammatically complete.

EXCLAMATORY SENTENCE: The exclamatory sentence expresses surprise or a strong emotion:

What are they up to now! How beautiful the sunset is!

EXPANDED SENTENCE OR LOOSE SENTENCE: A loose sentence gives the main thought and then adds details. It is the rambling type of expression, much used in conversation:

Lancelot returned with Guinevere in the spring when the flowers were in bloom and the world seemed full of gladness.

GERUNDS: The gerund is a verbal noun ending in ing. The gerund may, like any verb, take an object and it may be modified by an adjective or an adverb. A gerund is sometimes referred to as a participial noun, as in reality it is a participle used as a noun. The gerund is the name of an action:

Trying is commendable. (Trying is the subject of the sentence.)

IMPERATIVE SENTENCE: The imperative sentence expresses a command, request, or entreaty:

Do not walk on the grass. (The subject of an imperative sentence is you, it is usually omitted.)

INDEPENDENT CLAUSE: The independent clause is one that makes complete sense when standing alone and that is grammatically complete.

Robert delivers papers before he comes to school. (The clause Robert delivers papers could stand alone, as it expresses a complete thought.)

INDIRECT OBJECT: The indirect object of the verb precedes the direct object and tells to whom or what or for whom or what the action of the verb is done:

The travel bureau sent her the necessary information.

INDUCTIVE: Reasoning from particular facts or individual cases to a general conclusion. (opposed to deduction)

INFINITIVE: The infinitive is the form of the verb usually preceded by to - a function word used to indicate that the following word is an infinitive.

We like to play basketball.

INTERJECTION: An interjection expresses strong feeling: Ouch! Oh! The interjection has no grammatical relation to the rest of the sentence.

INTERROGATIVE SENTENCE: The interrogative sentence asks a question:

Where shall we go? Whom will we meet? What will we do?

LINKING VERB: A linking verb, sometimes called a copulative verb, is an intransitive verb that connects the subject with a predicate noun or a predicate adjective. The noun or adjective following the linking verb either means the same as the subject or describes, limits, or points out the subject:

Webster was a statesman. The rose is beautiful.

The most commonly used linking verb is be in its various forms such as am, is, was, were. Some other verbs used as linking verbs are seem, become, appear, prove, look, remain, feel, taste, smell, sound, turn, grow, stay, continue.

MODIFIER: A modifier is a word or a group of words that qualifies and characterizes the meaning of another word.

NOUN: A noun is the name of a person, place, thing, idea, or quality.

Robert Frost wrote poems. Ann lives in Boston.

Work brings success. People like admiration.

PARALLEL STRUCTURE: Parallel thoughts should be expressed in terms that are grammatically parallel:

Faulty: Swimming is more enjoyable than to row. (one is a gerund; the other is an infinitive)

Better: Swimming is more enjoyable than rowing. (both are gerunds)

PARTICIPLE: A participle is a verbal which has some of the properties of a verb and some of the properties of an adjective. It is used, as an adjective, to modify a noun or a pronoun; it may, as a verb, take an object:

The boy waving the flag is Robert. (Waving modifies boy as an adjective and takes an object flag as a verb.)

PASSIVE VOICE: Passive voice denotes that the subject receives the action:

The dog was called by the man.

The passive is always a verb phrase composed of a form of the auxiliary be followed by a past participle:

The letter has been written by the manager. (See Active Voice)

PERIODIC SENTENCE: A periodic sentence is one in which the main thought is not given until the end of the sentence is reached. This type of sentence is not grammatically complete until the last word. It lends emphasis:

Today, as never before in the history of the world, we need leadership.

PREPOSITION: A preposition shows the relation between its object and some other word in the sentence:

We walked through the woods. (Through shows the nature of the relation between woods, its object, and walked, the verb.)

PRONOUN: A pronoun is a word used to take the place of a noun. Through its use, one may avoid repeating name words:

Mary has lost her book. The box has lost its handle.

Ruth saw the boys and talked with them.

SPATIAL: A method of ordering ideas in descriptive writing that takes into consideration the following:

distance, shape, size and perspective

SUBJECT: The subject is that about which something is said.

TOPIC SENTENCE: The sentence that presents the topic to be discussed is called the topic sentence. It is often stated at the beginning of the paragraph - but it may occur at any point in a paragraph - and its position should be varied to avoid monotony.

VERB: A verb is a word used to express action, being, or state of being.

Helen Painted a picture. The law still exists. That man is a banker.

A verb may be composed of several words, called a verb phrase:

This book should have been sent to the storeroom.

VERBALS: There are three forms of the verb, called verbals, that are also used as other parts of speech: infinitive, gerund, and participle.

* These definitions are taken from the Plain English Handbook (Walsh, J. Martin and Walsh, Anna Kathleen. Plain English Handbook, Cincinnati, Ohio: McCormick-Mathers Publishing Co., Inc., 1972.)